

SIPPS Reading Intervention EXECUTIVE SUMMARY

Purpose of Report: To provide the School Board information regarding the results of the SIPPS reading intervention upon the completion of year one.

The Sioux Falls School District (SFSD) completed its first year utilizing the Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) reading intervention program at four elementary schools.

In the fall of the 2018-19 school year, two different SIPPS models were implemented. Model one was implemented at Hawthorne and Terry Redlin. This model had a teacher dedicated to SIPPS instruction for the first-grade students who were identified through NWEA MAP assessment as being below grade level for reading. Cleveland and Garfield implemented model two. This model did not have unique teacher support, rather, instruction was taught by the first-grade classroom teachers to students who were also identified as being below grade level for reading. Model one, which provided students with access to a dedicated SIPPS teacher, proved to be more successful.

Throughout the year, students had access to Tier I instruction, Being a Reader, and SIPPS Tier II intervention. Results show, with the combination of the programs, almost all students in the program made at least 4 quarters' worth of growth, some made seven and eight quarters' growth, in just one year's time, closing the academic gap. The SIPPS teacher pilot will be expanded for the fall of 2019 to six additional schools.

Administrative Recommendation to School Board: Acknowledge the Systematic Instruction in Phonological Awareness, Phonics, and Sight Words year-one update.

Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) Reading Intervention Board Report

Purpose of Report: To provide the school board information regarding the results of the SIPPS reading intervention upon the completion of year one.

District Priority Area 1: Student Outcomes

Priority Statement 1: SFSD will provide rigorous, effective, and engaging curriculum and instruction for all students to emphasize growth and reduce the achievement gap, with special focus on the following areas:

- a.) Literacy, particularly in early years, to build a strong foundation for academic success across all grades;
- b.) Maximizing time on instruction and learning;
- c.) Differentiated and engaging pathways;
- d.) Equitable access to highly effective programs;
- e.) College readiness and/or career preparedness;
- f.) Holding all schools to high expectations for students' social and emotional growth and development.

Strategic Initiative:

1.3.1 Implementation of Literacy Teacher on Special Assignment (TOSA) and Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) curriculum and teachers to support struggling readers' interventions.

Explanation: The Sioux Falls School District (SFSD) is committed to finding creative and innovative ways to improve literacy instruction and reduce the achievement gap by maximizing time for instruction for struggling readers. During the fall of 2018, the SFSD implemented two different instructional models utilizing the SIPPS intervention curriculum. Within the SIPPS intervention curriculum, benchmark and mastery assessments are provided to determine the specific skills students are missing as well as the explicit lessons the students need to fill skill gaps focused on foundational reading skills. The SIPPS benchmark and mastery assessments were used to measure students' growth and progress throughout the year.

Model One: Two buildings (Hawthorne and Terry Redlin Elementary Schools)
Model One was implemented at Hawthorne and Terry Redlin Elementary Schools. This model had a teacher dedicated to SIPPS instruction for first grade students who scored below the 41st percentile on their fall 2018 NWEA MAP assessment. Students received 200

minutes of SIPPS interventions per week. The first-grade team utilized the flooding model of intervention to support all students' academic levels.

Model Two: Two buildings (Cleveland and Garfield Elementary Schools)

Implementation of Model Two included Cleveland and Garfield Elementary Schools.

The implementation of this model had the SIPPS intervention being delivered by the first grade classroom teachers without the support of an additional teacher.

Both models had the support of the Literacy TOSA. The success of the SIPPS implementation was due to having access to a Literacy TOSA. The TOSA was able to provide side-by-side coaching and professional development for coaches, administration and teachers on reading instruction and best practices. Strong committed leadership and professional development plus strong and comprehensive data enables insight and actionable information for individual teachers and buildings to make informed decisions on student growth.

Results:

Model One: SIPPS teacher dedicated to the first grade classrooms

- Terry Redlin and Hawthorne Elementary Schools
- Provide 40 minute lessons to groups of 5-6 students
- Progress was monitored using SIPPS benchmark and mastery assessment

Hawthorne served 44 students throughout the year. Thirty-two students started in the fall of 2018 cohort with additional students joining as students progressed out of the program or moved from the school attendance area.

SIPPS and Being a Reader 1st grade benchmark and mastery assessments were used to measure student growth in quarters of the school year.

Progress: Original Cohort (32 students - 2 moved = 30 students)

- 18 students or 60% of students are on grade level as measured by SIPPS and Being a Reader 1st grade benchmark and mastery assessments.
- **27 students or 90% of students made 4 or more quarters growth in one year's time.**

Terry Redlin served 49 students throughout the year. Thirty-seven students started in the fall of 2018 with additional students joining as students progressed out of the program or moved from the school attendance area.

Progress: Original Cohort (37 students - 3 moved = 34 students)

- 16 students or 47% of students are on grade level as measured by SIPPS and Being a Reader 1st grade benchmark and mastery assessments.
- **34 students or 100% of students made 4 or more quarters' growth in one year's time.**

Model Two: SIPPS curriculum is delivered by the classroom teacher.

- Cleveland and Garfield Elementary Schools
- Classroom teacher provides a 30 minute SIPPS intervention within the classroom
- Progress was monitored using SIPPS benchmark and mastery assessments

Cleveland served 66 students throughout the year. Sixty-six students started in the fall of 2018 with additional students joining as students progressed out of the program or moved from the school's attendance area.

Progress: Original Cohort (66 students - 4 moved - 1 SPED = 61 students)

- 10 students or 16% of students are on grade level as measured by SIPPS and Being a Reader 1st grade benchmark and mastery assessments.
- **50 students or 82% of students made 4 or more quarters' growth in one year's time.**

Garfield served 24 students throughout the year. Twenty-four students started in the fall of 2018 with five students moving leaving nineteen students in the original cohort.

Progress: Original Cohort (24 students - 5 moved = 19 students)

- **16 students or 84% of students made 4 or more quarters' growth in one year's time.**

Students identified to participate in the SIPPS groups began the year knowing 3 letter sounds and 8-10 high frequency words. Throughout the year, students had access to Tier I instruction, Being a Reader, Tier II Instruction, and SIPPS. The combination of the Tier I and Tier II instruction supported the students' growth. Students' reading skills grew from 4 to 8 quarters' growth in one year's time, closing the academic gap for these students.

SIPPS intervention when utilized as Tier II instruction along with Being a Reader, Tier I, instruction shows benefits for students. Results indicate the students who had access to the SIPPS teacher achieved more than a year's growth in a year's time closing the foundational gap. Realizing the benefit of access to an additional teacher dedicated to SIPPS intervention and in alignment with research on best practices on reading intervention, the SIPPS teacher pilot will be expanded for the fall of 2019 to six additional schools. First-grade students who score below the 41stile on the fall of 2019 NWEA MAP assessment will have access to a SIPPS teacher.

Costs:

FY19: Literacy TOSA and SIPPS Teachers	\$195,000
SIPPS Curriculum	\$ 41,000
FY20: Six SIPPS Teachers & .5 Literacy TOSA	\$422,500
(Anne Sullivan, Cleveland, Garfield, LBA, Lowell, Hayward)	
SIPPS Curriculum	\$ 72,000

Committee Participation: Elementary Curriculum Coordinator, Literacy TOSA, Instructional Coaches, and Elementary Principals.

Summary: SIPPS instruction, when provided by a dedicated SIPPS teacher as Tier II intervention, along with Being a Reader, Tier I, instruction by the classroom teacher shows benefits for students. Students identified to participate in the SIPPS groups began the year knowing as few as 3 letter sounds and 8-10 high frequency words which is the equivalent of end of 1st quarter in kindergarten. Throughout the year, students had access to Tier I instruction, Being a Reader, and SIPPS Tier II intervention. The combination of the Tier I and Tier II instruction supported the students' growth. Students' reading skills grew from 4 to 8 quarters' growth in one year's time, closing the academic gap for these students. Another strength of the SIPPS pilot was the implementation due to having access to a Literacy TOSA. The TOSA was able to

provide side-by-side coaching and professional development for coaches, teachers, and administration on reading instruction and best practices.

The SIPPS pilot will be expanded for the fall of 2019 to six additional schools.

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